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ABSTRACT

In response to a legislative mandate to gather statistics on school-related crime in California public schools, the state department of education prepared this preliminary report based on survey data reported by 914 California school districts covering the period from September 1, 1980, to February 1, 1981. During this period 105,328 incidents of school crime and violence were reported, with a total cost to the districts of 10,329,390 dollars in property damage. The report describes the methodology used to collect data and presents tables describing crimes by type, location, number, time of occurrence, and monetary loss to the districts. Programs and strategies found effective in reducing the incidence of crime and truancy are described, and the School-Related Crime Data Report used in the study is provided. (JEH)

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Preliminary Report on Crime and Violence in California Public Schools and Effective Preventive Measures

EA 013 113

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction
Sacramento, 1981

U.S. DEPARTMENT OF EDUCATION
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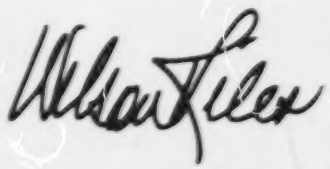
A Word from the Superintendent

In 1979 the California Legislature directed the State Department of Education to gather data on school-related crime in California public schools and to publish annually a report of its findings. The first of these mandated reports, covering the 1980-81 school year, will be available soon. In the meantime, this preliminary report has been prepared to focus attention on the seriousness of this problem. The attitudes we adopt and the behavior standards we demand now will greatly affect the degree of success we have in providing quality education over the remainder of the 1981-82 school term.

The data cited in this preliminary report are for only the first half of the 1980-81 school year. Nevertheless, they are cause for concern: more than 100,000 incidents of crime and violence, millions of dollars in property damage, and millions more diverted from educational programs to programs of crime prevention and control.

For too many individuals, students and school personnel alike, the educational process is being disrupted to a harmful degree. It distresses me greatly that people on our public school campuses and at school-sponsored events off campus must fear for self and property. I sense you are as concerned as I am. Therefore, I strongly urge you to join me in declaring the elimination of school-related crime and violence to be our highest priority during this school year. As I have stated before, my staff and I will do everything in our power to help school personnel combat this highly destructive problem.



Superintendent of Public Instruction

Contents

Page

A Word from the Superintendent iii

Report on School-Related Crime and Effective Preventive Measures 1

Background Information 1

Methodology Used to Collect Data 1

Examples of Effective Programs for Combatting Crime and Violence 4

A Final Note 6

Appendix A—School-Related Crime Data Report 7

Report on School-Related Crime and Effective Preventive Measures

This *Preliminary Report on Crime and Violence in California Public Schools and Effective Preventive Measures* is based on survey data reported by 914 of the 1,043 school districts in the state. Those data, which covered the period from September 1, 1980, to February 1, 1981, revealed the following:

- For the five-month period, a total of 105,328 incidents of crime and violence in or related to the state's public schools were reported.
- Of the total incidents reported, 59,426 were crimes against property. The total cost of these crimes to the reporting districts was $10,329,390 in property damage (see Table 1).
- A total of 20,618 crimes, including acts of violence, were committed against students, school personnel, and others on school campuses and at off-campus, school-sponsored activities (see Table 3).
- School districts reported 22,968 victimless crimes (for example, use or possession of drugs, use or possession of alcohol, possession of weapons, and bomb threats) on school grounds or at school-related events (see Table 4).
- Reporting school districts spent $38,482,435 in their efforts to prevent or control crime and violence in the school environment (see Table 5).

These statistics make it clear that a significant number of violent and nonviolent crimes and acts are occurring in California public schools and at school-related activities and that such occurrences are costing school districts millions of dollars. Not as readily evident from these figures are the negative effects that these acts have on the learning process.

School district personnel and personnel from offices of county superintendents of schools are now completing forms on school-related crime and violence for the second half of the 1980-81 school year (February 1, 1981, through June 30, 1981). As soon as the Department of Education has processed these data, the Department will prepare and issue a full-year report.

Background Information

In the late 1970s the educational community, the media, legislators, and the general public became extremely concerned about the problems of crime and violence in and around public schools. A 1978 report by the National Institute of Education (NIE), *Violent Schools—Safe Schools: The Safe School Study Report to the Congress*, included descriptions of attacks on students and school personnel, the sale and use of drugs and alcohol on and near school campuses, and the wholesale destruction annually of millions of dollars' worth of school property. During the same period newspapers carried stories about school corridors being patrolled by armed guards employed to protect both students and school personnel. Parents complained of gangs that robbed, intimidated, and often physically assaulted children on the way to and from school. Not only was the educational process itself being disrupted, but also, in all too many towns and cities, the emotional and physical well-being of those in the schools were being jeopardized.

The NIE report concluded that school-related violence and vandalism did not appear to be getting worse but did constitute "a significant problem . . . that must receive open attention and public concern."

In the thirteenth annual Gallup poll on public attitudes toward the public schools (August, 1981), lack of discipline and the use of drugs—two problems strongly related to crime and vandalism—ranked first and second, respectively, among the school problems perceived by respondents. A third related concern, drinking, alcoholism, ranked sixteenth. Overall, crime and vandalism ranked thirteenth among the public's concerns about schools.

In 1979 the California Legislature passed Senate Bill 72 (Education Code sections 32230–32233), which requires the State Department of Education to gather "data and information relating to the complex problems of school-related crime and violence in order to develop effective techniques and programs to combat crime on campuses." The law also requires the Department to publish an annual report on crime and violence in the public schools. The forthcoming full-year report will be the first of such mandated reports.

Methodology Used to Collect Data

The following sections contain information on the methodology used to collect data on school-related crime and violence.

Development and Use of the Survey Instrument

In accordance with the provisions of SB 72, the State Department of Education developed the School-Related Crime Data Report for use in collecting data on school-related crime and violence (see Appendix A). These forms were distributed to all school districts in the state in December of 1980, and the districts

were asked to provide the necessary data for the five-month period from September, 1980, through January, 1981. (The law stipulates that the data shall be collected twice a year.) The school districts then forwarded the completed forms to their respective offices of county superintendents of schools for compilation and submittal of aggregate county data to the Department by March 6, 1981.

As of July 1, 1981, the Department had received reports from all 58 offices of county superintendents of schools. As indicated earlier, the county reports were based on completed forms from 914 of 1,043 school districts.

Data Included in the Survey

In completing the data forms, school districts were to provide at least the following types of information:

1. The techniques utilized to combat crime and violence effectively on school campuses
2. The nature, extent, cost, and effectiveness of prevention and control programs
3. Crime incident and cost information, including the frequency of incidents, types of incidents, unit cost of incidents, and total cost of incidents
4. Descriptions of victims and incidents of crime
5. The modus operandi of offenders and the number of offenders
6. The school status of offenders

The data collected are summarized in three broad categories in this preliminary report:

1. Crimes against property—the unlawful removal, damaging, or destruction of school property
2. Crimes against students, school personnel, and others—violent offenses against one or more persons or theft of personal property
3. Victimless crimes—the use or possession of drugs or alcohol, possession of weapons, bomb threats, and the like

All the data in this report concern incidents that occurred either on school campuses or at off-campus, school-sanctioned activities (athletic events and dances, for example). Information on criminal or violent incidents that involved school-age youths on their way to or from school, but not actually on school grounds, or that involved school-age youths away from their school campuses was not collected.

Table 1 shows the types, numbers, and costs of crimes against school property and whether those crimes occurred during or outside of regular school hours.

Table 2 shows the types, numbers, and locations of crimes against students, school personnel, and others.

Table 3 provides data on victims and offenders, including their status: student, nonstudent, staff, and so on.

Table 4 includes information on types and numbers of victimless crimes.

Table 5 deals with the types of programs and strategies being used to combat school-related crime and violence, and cost figures for those programs and strategies.

Specific types of effective programs and strategies, by number and percent of the total programs and strategies rated effective, are presented in Table 6.

TABLE 1

Crimes Against Public School Property, by Type of Incident, Time, and Dollar Loss

September 1, 1980—February 1, 1981

Type of crime	Number of incidents and percent of total crimes		Number of occurrences, by time of day, with percent of total for that time of day					Amount of loss to school and percent of total	
			During school		Not during school		Not designated		
	Number	Percent	Number	Percent	Number	Percent		Amount	Percent
Burglary	6,564	11.1	1,006	8.9	4,444	11.7	1,114	$ 2,019,668	19.6
Larceny	5,447	9.2	2,844	25.2	1,194	3.1	1,409	572,140	5.5
Arson	833	1.4	277	2.5	441	1.2	115	3,186,290	30.8
Broken windows	24,395	41.1	1,893	16.7	19,869	52.2	2,643	1,001,988	9.7
Vandalism	18,182	30.5	4,430	39.2	8,944	23.5	4,808	3,068,379	29.7
Other	4,005	6.7	848	7.5	3,141	8.3	16	480,925	4.7
TOTAL	59,426	100.0	11,288	100.0	38,033	100.0	10,105	$10,329,390	100.0

TABLE 2

School-Related Crimes Against People, by Type and Location of Crime

September 1, 1980—February 1, 1981

Type of crime	Number of crimes, by location, with percent of specific crime committed at that location																	
	Hallway		Classroom		Parking lot		Restroom		PE and Rec.		Other		Off campus		Not designated		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Homicide	0	0	0	0	0	0	0	0	0	0	2	18	9	82	0	0	11	100
Sex offenses	34	4.9	19	2.8	12	1.7	21	3.1	49	7.1	105	15.3	399	58.0	49	7.1	688	100
Assaults	1,759	15.9	1,295	11.7	450	4.1	316	2.9	2,226	20.2	2,056	18.6	836	7.6	2,103	19.0	11,041	100
Robbery	725	10.1	451	20.3	179	8.1	103	4.6	540	24.3	373	16.8	119	5.4	230	10.4	2,220	100
Threats	1,371	20.4	958	14.2	256	3.8	427	6.3	1,356	20.2	601	8.9	380	5.7	1,376	20.5	6,725	100
Other	364	16.2	255	11.3	138	6.1	36	1.6	423	18.8	587	26.1	446	19.9	0	0	2,249	100

TABLE 3

Victims of School-Related Crimes, by Type of Offender

September 1, 1980—February 1, 1981

Type of victim	Number of victims, by type of offender				
	Students	Nonstudents	Staff	Gangs	Total offenders
Students	18,036	1,123	46	179	19,564
Nonstudents	145	43	91	21	400
Teachers	1,710	176	12	34	1,932
Other staff	727	133	20	19	899
TOTAL	20,618	1,515	169	453	22,755

NOTE: Of the 18,036 students who were victimized by other students, exceptions of victims to the west coast are 440 of the victims. Forty-four offenses against teachers and 27 against other staff members also involved weapons.

Examples of Effective Programs for Combatting Crime and Violence

As part of its efforts to analyze the data submitted by school districts, the State Department of Education developed a procedure for evaluating those programs and strategies that respondents judged to be effective.

The Department then conducted a telephone survey of each district that believed its efforts were successful. This survey consisted of a series of questions directed to district or school administrators knowledgeable about the programs or strategies. Those districts whose efforts were rated as effective on the phone survey subsequently received an on-site assessment of their programs and strategies by a team of educators and administrators chosen by the Department. The purpose of these visitations was to determine which activities (1) were highly effective at the local level, and (2) could be adapted for use in a variety of school settings and situations.

Six examples of programs judged highly effective by the rating teams are described below. A catalog containing similar descriptions of all these effective and adaptable programs and strategies is being prepared for distribution later in the 1981-82 school year.

Vandalism Reduction Incentive Reward, Oakland Unified School District

The Vandalism Reduction Incentive Reward program in the Oakland Unified School District is designed to achieve at least a 15-percent reduction in vandalism incidents per year. Each school in the district has the option of designing its own program. The school must have a vandalism control committee (which must include the principal and at least one student, one teacher, one parent, and a custodian) to develop and implement a plan for reducing vandalism. The principal is responsible for direction of the approved program, which is publicized through school assemblies, the school newspaper, faculty meetings, and the like.

TABLE 4

Victimless Crimes In California Schools

September 1, 1980—February 1, 1981

Type of incident	Number	Percent
Weapons possession	2,484	10.8
Bomb threat	906	3.9
Possession of drugs or alcohol	6,113	26.6
Use of drugs	6,270	27.3
Use of alcohol	5,593	24.4
Other	1,602	7.0
TOTAL	22,968	100.0

Each school that reduces vandalism receives a cash reward from the district. The amount of the award is a percentage of any unused moneys allocated to the school for the year to cover costs resulting from vandalism. The percentage is equal to the percentage of reduction in the number of acts of vandalism at the school for the year. If a school achieves a 15-percent reduction in vandalism from one year to the next, it receives 15 percent of the cash savings resulting from

TABLE 5

Types of Programs and Strategies to Combat Crime in California Schools

September 1, 1980—February 1, 1981

Type of program or strategy (and number of schools involved)		Total cost	Average cost per school individual
Security and surveillance	(5,349)	$17,473,828	$ 3,266.74
Special lighting	(2,058)		
Building alarm	(2,776)		
Personal alarm	(123)		
On-site residence	(261)		
Video equipment	(7)		
Other equipment	(124)		
Capital outlay—building alterations	(1,611)	$ 1,044,052	$ 648.07
Type of program or strategy (and number of staff trained)			
Staff development	(15,016)	$ 754,588	$ 50.25
Law enforcement	(1,185)		
Self-protection	(3,154)		
Conflict management	(2,971)		
Law-related education	(4,271)		
Other	(3,435)		
Type of program or strategy (and number of students served)			
Student counseling	(90,498)	$ 2,026,251	$ 22.39
Disruptive youth	(20,269)		
Habitual truants	(20,157)		
Reentry	(33,640)		
Other	(16,432)		
Type of program or strategy (and number of students served)			
Special programs	(74,129)	$ 1,181,311	$ 15.93
Alternative education	(31,035)		
Restitution	(3,373)		
School Attendance Review Board	(8,053)		
Other	(31,668)		
Type of program or strategy (and number of personnel employed)			
Security personnel	(1,730)	$16,002,405	$17,505.62
Guards	(1,007)		
Campus security aides	(723)		
TOTAL		$38,482,435	

the reduction. The students decide, with the principal's approval, how the funds will be used.

For more informat on contact John Hills, Director of Administrative Services, Oakland Unified School District, 1025 Second Avenue, Oakland, CA 94606 (415-836-8279).

TABLE 6

Programs and Strategies to Combat Crime in the Schools Rated Effective on the School-Related Crime Data Report

September 1, 1980—February 1, 1981

Type of program or strategy	Number of district responses	Percent
Special lighting systems	35	4.1
Building alarm systems	78	9.3
Personal alarm devices	7	0.8
On-site residence(s)	15	1.7
Video (closed-circuit) monitors	2	0.1
Security guard equipment (vehicles, radios, and so forth)	32	3.7
Other special equipment	17	3.0
Capital outlay (alterations to buildings to reduce school crime)	4	0.4
Security guards patrol	36	4.2
Campus security aides	35	4.1
Law enforcement staff development training	18	2.0
Self-protection techniques staff development training	9	1.0
Conflict management staff development training	16	1.8
Law-related education staff development trainig	21	2.4
Other staff development training	18	3.0
Disruptive youth counseling	36	4.2
Habitual truant counseling	25	3.0
Reentry student counseling	23	2.6
Other student counseling programs	22	3.5
Student rights	28	3.2
Student review of school policy	49	5.8
Law-related education	33	4.0
Community-based diversion	28	3.2
Youth employment	40	4.7
Incentive programs	25	3.0
Alternative education	65	7.7
Restitution work	32	3.7
School Attendance Review Board	47	5.6
Other special services	28	4.2
TOTAL	824	100.0

Phoenix Program, Grossmont Union High School District, La Mesa

Grossmont Union High School District's Phoenix Program is designed to bring dropout students back into the educational system and to encourage potential dropouts to stay in school by providing them with alternative educational programs. This program requires students to work at least 20 hours per week on school subjects outside of school and to meet weekly with teachers to review assignments. Assignments are made on a contract basis. The students involved range in age from fourteen to twenty-one and are identified through a variety of means, including the school's inactive students file and community organization records. Teachers participating in the program inform students of the alternatives, and those students wishing to enroll contract with a teacher to complete work assignments. Students receive job training while participating in the educational process, and counseling services are provided. All program sites are located in the community. After one semester 675 students were enrolled in this program. The positive results of the program include receipt of average daily attendance (a.d.a.) funds that would otherwise be lost and reductions in vandalism and burglary at the schools.

For more information contact Lois Nossaman, Assistant Superintendent, Grossmont Union High School District, 1100 Murray Drive, P.O. Box 1043, La Mesa, CA 92041 (714-465-3131).

Anti-Truancy Program, Oxnard Union High School District

Cooperation between local police departments and the school district is the focal point of Oxnard Union High School District's Anti-Truancy Program. The police, in cooperation with school officials, make truancy sweeps throughout the communities, with intensified activity on Mondays, Fridays, and the days preceding holidays or holiday periods. Students picked up three times are referred to the school youth services officer. The police have been issued manuals containing pertinent Education Code provisions and school regulations, and school personnel have been given information about police responsibilities. School personnel also have developed a digest of disciplinary procedures and distributed it to students and parents. The program has been highly effective in reducing crime in the schools and school neighborhoods and in helping the district collect a.d.a. moneys that otherwise would have been lost. The district reported 476 fewer truants for the five-month period.

For further information contact Steve Stocks, Assistant Superintendent, Administration; Oxnard Union High School District; 309 S. K Street; Oxnard, CA 93030 (805-486-2636).

Guidance Worker Program, Centralia School District, Buena Park

Centralia School District's Guidance Worker Program is designed to provide a classroom guidance worker at each school to help students develop self-esteem and self-assurance; a capacity for self-discipline in work, study, and play; and an appreciation of and respect for the worth and dignity of all individuals.

The guidance workers help students at three levels of need: (1) developmental activities encouraging personal development, (2) preventive activities focusing on the problems of students, and (3) remedial assistance to students with severe problems. Although the goals of the program are districtwide goals, the implementation of each school's guidance worker program is unique. The responsibilities of the guidance worker include helping to minimize classroom behavior problems, giving individualized attention to students needing special help, and acting as part of the special education team in planning the school's special education program.

For more information contact Jefrey Schleiger, Centralia School District, 6625 La Palma Avenue, Buena Park, CA 90620 (714-522-6131).

REVIVE (Reducing Violence and Vandalism in Education), Office of the Los Angeles County Superintendent of Schools

The REVIVE project is designed to help children in grades four through eight acquire the academic and social skills needed to deal with the problems of school violence and vandalism. A special team (including the principal and at least one teacher, a psychologist, a counselor, and others) is organized in each participating school to identify and help eliminate the causes of poor academic achievement, cases of violence and vandalism, and conditions that hinder personal and social development.

For more information contact Tom Butterworth, Consultant, Program Evaluation, Research, and Pupil Services; Office of the Los Angeles County Superintendent of Schools; 9300 E. Imperial Highway; Downey, CA 90242 (213-922-6111).

PLUS (Promoting Leadership, Understanding, and Self-Esteem for the Reduction of Student Conflict), Los Angeles Unified School District

The PLUS project is designed to reduce the incidence of conflict between students and teachers. Students who are constantly involved in conflict situations at participating schools are assigned to a special class during their daily school program. The curriculum of this special class includes management of personal and group conflicts, stress management, alternative decision-making processes, assertive behavior techniques, and coping skills that emphasize communication techniques. Selected teachers are given special training in conflict management, crisis intervention, and other classroom management skills and are then assigned to conduct the special classes.

For more information contact Ellen Zinner, PLUS Project Director, Los Angeles Unified School District, 450 N. Grand Avenue, P.O. Box 3307, Terminal Annex, Los Angeles, CA 90051 (213-625-6596).

A Final Note

Other measures to help ensure the safety of members of the school community and protect school property are under consideration by the Superintendent of Public Instruction and members of his staff. These measures will be refined and, if deemed appropriate, information regarding these measures will be distributed to schools, school districts, and offices of county superintendents of schools as soon as possible during the 1981-82 school year.

It is recognized that crime and violence are problems that pervade all of society and that in this and other respects, the schools are an all-too-faithful reflection of society. It is also recognized that efforts to eliminate crime and violence from the public schools will require the assistance and cooperation of other public agencies. The State Department of Education is firmly committed to providing maximum assistance to schools and districts in developing their own programs and policies designed to provide adequate protection of school people and school property so that educational programs may be conducted with a minimum of disruption and interference.

APPENDIX A

School Attendance and Environment Improvement
State Department of Education
Form No. SAE-100 (Rev. 3-81)

School-Related Crime Data Report

Reporting period _____

From: _____
District superintendent

To: _____
County superintendent

County district code

I. Incidence of Crime	Number of incidents (1)	Dollar loss (2)	Total number of crimes committed: During school (3)	Total number of crimes committed: Not during school (4)	Comments
A. Crimes against property					
1. Burglary					
2. Larceny					
3. Arson					
4. Broken windows					
5. Other vandalism					
6. Other (specify)_____					
_____					
Total, crimes against property					

	Number of student victims (1)	Number of teacher victims (2)	Number of other school staff victims (3)	Total number of incidents, by location: On school campus: Hallway (4)	Classroom (5)	Parking lot (6)	Restroom (7)	P.E./rec. area (8)	Cafeteria (9)	Other (10)	Off school campus (11)
B. Crimes against school personnel and students											
1. Homicide											
2. Sex offense											
3. Assault											
4. Robbery											
5. Threats											
6. Other (specify _____											
_____											
Total, crimes against school persons											
C. Total, crimes against persons involving use of weapons											

Instructions

The information requested on this form is required by Education Code Section 32231 (Senate Bill 72, 1979), which calls for the collection of data about programs and incidents related to school crime, violence, and vandalism. All information reported should be based on experiences for the period of the report. Where statistics are not available, report the best recorded information.

I. Incidence of Crime

Report information about crimes committed against individuals and/or property on school grounds. Include incidents reported to school authorities and/or to law enforcement agencies.

A. Crimes against property. Enter the number of incidents and dollar loss for each type of crime indicated. Also, report the total number based on the time of the incident.

B. Crimes against persons. Enter the total number of students, teachers, and other school staff who were victims of the crimes committed. Include a breakdown of the total number of incidents, by location.

C. Report the number of crimes that were committed against persons and that involved the use of weapons.

D. Victimless crimes. Report both suspected and verified instances of misuse and possession of alcohol and drugs. Report the number of bomb threats. Report the number of weapon-possession incidents. *Do not* include in the count reported in Item D.1 any weapon-related incident involving a victim.

E. Victim-offender matrix of crimes committed. This section is designed to collect information about the offenders and victims in crimes committed on campus. Enter the number of incidents involving the various combinations of persons: student, nonschool person, teacher, other school staff, gangs, and others.
For each category of offender, enter on the line appropriate to each category of victim the total number of incidents that occurred during the reporting period, the total number of offenders, and the total number of victims.

F. Identify the school days (two) on which most of the incidents occurred.

II. Programs/Strategies/Services

A. Report *separately* in A.2 the total cost of capital outlay to reduce school crime. Report the total number of schools in the district in which specific programs and/or strategies are used to deal with school crime. With regard to those programs/strategies, report the following:

- The current cost of maintaining the program/strategy (special lighting, alarms, video monitors, security guards, and so forth). Report personnel costs involved in Item A.1 only if those costs are not included in Item A.3.
- The effectiveness of the program/strategy. Report in columns 1, 2, 3, and 4 the number of schools served by security guards/patrol (Line 3.a) and by campus security aides (Line 3.b). Report in Column 5 the number of individuals employed as security personnel.

B. Report the number of staff who completed training programs concerning school crime. Report the total cost and effectiveness of staff training for the types of programs identified.

III. Student Programs and Services

A. Report the total number of students served and the effectiveness of special counseling programs.
NOTE: Reentry students are those students who were removed from school (expelled and/or remanded to probation or a CYA facility) for disciplinary or other reasons and who are now reentering the regular school program.

B. Report the effectiveness of the special curricula and program activities indicated (lines 1, 2, 3, 4, 5, and 6). Indicate the number of students who are enrolled in alternative education (including independent study and opportunity classes) and restitution work programs (lines 7 and 8). Also check program effectiveness. Report the number of students referred to SARB, and indicate the district's participation cost and the effectiveness of SARB (Line 9).

IV. Superintendent's Comments

Include in the superintendent's comments a brief assessment of the problem of school crime and violence and any recommendations for addressing it on a district, county and/or statewide basis.

Responsibility of the district superintendent. Prepare three copies of the report form. Submit two copies to the county superintendent of schools. Retain one copy for the district files.

Responsibility of the county superintendent. Review the districts' reports and compile an aggregate report for the county. Submit the aggregate report form to the State Department of Education, School Environment and Safety Resources Unit, 721 Capitol Mall, Sacramento, CA 95814 (916-323-6184).

DEFINITIONS

Arson—The malicious burning of or attempt to burn property belonging to another.

Assault—Inflicting of/or intent with ability to inflict bodily injury upon another.

Bomb threat—Threat of or actual use of incendiary or explosive device, simulated or real.

Burglary—Any unlawful entry to commit a felony or theft, even though force may not have been used to gain entry (also includes attempted burglary).

Larceny (theft of school or private property)—The taking and carrying away of property belonging to another, with intent to deprive the rightful owner of its use (also includes attempted larceny).

Robbery—(armed or forceable "shake down" or extortion)—Stealing or taking anything of value from a person by force or violence or fear (includes attempted robbery).

Sex offense (rape, indecent exposure, child molestation, obscene phone calls, sodomy)—An act initiated by a person toward another adult person or a child, such act accompanied by threat, fear, or danger.

Vandalism (to school or private property)—Defacing or destroying another's property.

Weapon—An instrument used in offensive or defensive combat.

D. Victimless incidents (If specific statistics are not available to complete items 4 and 5, report estimates.)

1. Weapons possession ☐ 2. Bomb threat ☐ 3. Possession of drugs/alcohol ☐

4. Use of drugs ☐ 5. Use of alcohol ☐ 6. Other (specify): _____ ☐

Total, victimless incidents ☐

Comments (Explanatory remarks)

E. Victim-offender matrix of crimes committed

Victim	Number of incidents, victims, and offenders, by offender													
	Students as offenders			Nonschool persons as offenders			School staff members as offenders			Gangs as offenders		_____ (specify) as offenders		
	Total number of incidents (1)	Number of offenders (2)	Number of victims (3)	Total number of incidents (4)	Number of offenders (5)	Number of victims (6)	Total number of incidents (7)	Number of offenders (8)	Number of victims (9)	Total number of incidents (10)	Number of victims (11)	Total number of incidents (12)	Number of offenders (13)	Number of victims (14)
a. Student														
b. Nonschool person														
c. Teacher														
d. School staff member														
e. Other														

F. Enter "1" in the appropriate box to show the day of the week on which *most* of the incidents occurred. Enter "2" in the box representing the day of the week with the second highest frequency of incidents.

M ☐ Tu ☐ W ☐ Th ☐ F ☐ S ☐ Sun ☐

II. Programs/Strategies/Services

	Number of schools involved				Number of persons (5)	Program or service			
	Elementary (1)	Intermediate or junior high (2)	High school (3)	Total (4)		Cost (6)	Level of effectiveness (check)		
							Low (7)	Average (8)	High (9)
A. Security surveillance									
1. Equipment									
a. Special lighting systems									
b. Building alarm systems									
c. Personal alarm devices									
d. On-site residence(s)									
e. Video (closed circuit) monitors									
f. Security guard equipment (vehicles, radios, and so forth)									
g. Other _____									
2. Capital outlay (alterations to buildings to reduce school crime)									
Total, equipment and capital outlay									
3. Personnel									
a. Security guards/patrol									
b. Campus security aides									
Total, personnel									
B. Staff development training									
1. Law enforcement									
2. Self protection techniques									
3. Conflict management									
4. Law-related education (staff)									
5. Other _____									
_____									
Total, staff development/training									

III. Student Programs and Services

	Number of students served				Program or service			
	Elementary (1)	Intermediate or junior high (2)	High school (3)	Total (4)	Cost (6)	Level of effectiveness (check) Low (7)	Average (8)	High (9)
A. Special counseling programs								
1. Disruptive youth								
2. Habitual truants								
3. Reentry students								
4. Other _____								
_____								
Total, counseling programs								
B. Special curricula/programs/services								
1. Student rights								
2. Student review of school policy								
3. Law-related education								
4. Community based diversion								
5. Youth employment								
6. Incentive programs								
7. Alternative education								
8. Restitution work								
9. School Attendance Review Board								
10. Other (specify) _____								
_____								
Total curricula/programs/services								

IV. Superintendent's Comments (assessment and recommendations). Attach additional pages if more space is needed.

Prepared by _____ Phone _____

Name, signature, and title

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